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ABSTRACT

Designed in response to three pieces of legislation (Public Law 94-142, Section 504 of Public Law 93-112, and vocational education legislation in Public Law 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level. The manual is divided into four areas: the Operational World which focuses on the development of appropriate services; the Student World which focuses on the kind of information necessary to assure appropriate student placement; the Training World (divided into programs, and instructional materials and equipment sections) which focuses on the cascade of placement options; and the Work World which focuses on the maximizing of career options. For each of the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state laws and regulations, and for jotting down identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement. Appended are a directory of contributors and a conference schedule. (SBH)

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ADMINISTRATORS MANUAL

for

State and Local
Education Agencies

on

PROGRAMMING FOR HANDICAPPED STUDENTS AT THE SECONDARY LEVEL: RESPONDING TO PUBLIC LAWS

A product of the
Regional Resource Centers'
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Three important pieces of federal legislation provide the opportunity for educational administrators and teachers to plan for and deliver appropriate educational services for handicapped students. These laws are: Public Law (PL) 94-142, the Education for All Handicapped Children Act of 1975; Section 504 of PL 93-112, the Vocational Rehabilitation Act of 1973; and the Vocational Education legislation contained in PL 94-482, the Education Amendments of 1976.

While these laws provide the opportunity for (and mandate the delivery of) appropriate educational programs for all handicapped school-aged individuals, they also place more complex demands on decision-makers within the school system (and within related agencies) for comprehensive planning for and provision of full services.

Accompanying the new legislation is a rising awareness—among both administrators and parents of handicapped children—that the emphasis in special education must be broadened to include more adequate services at the secondary level. Too seldomly are handicapped secondary students prepared through their education to enter the work world as are their so-called normal peers.

In the past, when new legislation has required changes within the educational system, the Regional Resource Centers (RRCs) have sponsored a number of topical conferences to train RRC personnel to help the states they serve make the necessary changes. (Such topical conferences have addressed nondiscriminatory testing, due process, least restrictive environment, etc.)

When staff from the Southwest Regional Resource Center and the Coordinating Office of Regional Resource Centers jointly planned the conference on secondary education, they felt that the impact of the conference would be greatly enhanced if the information generated could be widely disseminated to state and local educational administrators. That decision led to the **Administrators Manual.**

Because of the complexity of the issues covered by secondary special education, a framework was needed that would cover major considerations from a student's entry into secondary programs to his or her graduation and placement in an appropriate job. A rough draft of the **Administrators Manual** was developed by SRRC and CORRC personnel, and nationally recognized experts were contacted to add to the draft, and to later present talks to and lead workshops for

conference participants.* The completed product reflects the joint efforts of project staff members, the consultants, and the participants.

Hopefully this manual will be useful in helping administrators plan for the full spectrum of appropriate services needed in educational programs for handicapped students in secondary schools.

*This manual addresses administrative considerations for secondary programming for handicapped students; an earlier publication from a West Virginia conference, "Expanding Options for Handicapped Persons Receiving Vocational Education," lists tactics for implementation. Both conferences utilized the Four Worlds idea and some of the same persons were involved in planning and implementing both. The first printing of West Virginia's document, **Run Into the Future, Run,** has been depleted, but a second printing is contemplated; it has also been submitted to ERIC and will most likely be available through their reprint services. Inquiries may be addressed to Iva Dean Cook, West Virginia College of Graduate Studies, Institute, West Virginia, 25112.

The manual is divided into four broad areas, the Four Worlds:

The Operational World: the development of appropriate services (What planning is needed to assure that appropriate services will be available?)

The Student World: the individual's profile (What kind of information do we need about each student to assure appropriate placement?)

The Training World: the cascade of placement options (What kinds of training programs do we need to serve **all** handicapped secondary students?)

The Work World: the maximizing of career options (How do we get our students into appropriate jobs?)

Major functions and components are identified in each of the four worlds, the related statutes are cited, and recommended practices are detailed. An example follows:

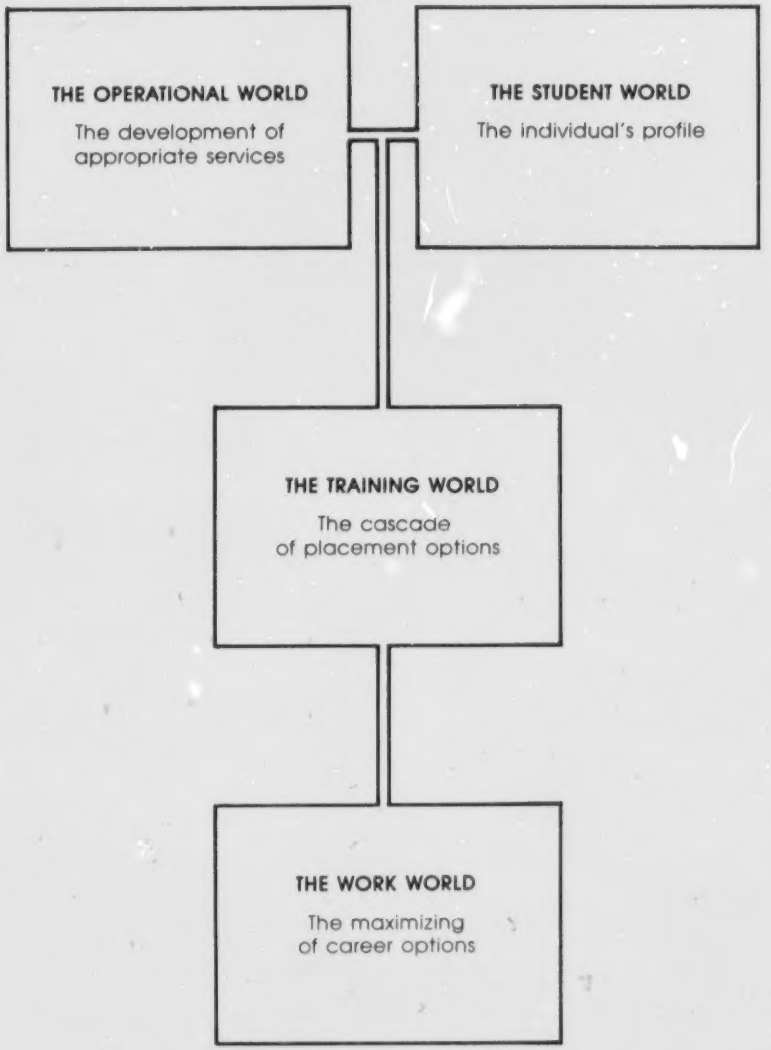
World:	The Operational World
Function:	Program Development
Component:	State Administrative Responsibilities
Law/Regulation:	PL 94-142, §121a.600 PL 94-482 (105) (a)
Recommended Practice:	Develop, implement and monitor rules and regulations, and certification standards; demonstrate interfacing with other agencies during development and implementation of state plan; sign letters of agreement and contracts with private agencies, etc.

In addition, empty columns are provided for inclusion of State Laws and Regulations, and for jotting down identified local resources. This will permit personalization of the manual for maximum usefulness as a working document to help augment development of the required state and local plans.

A generic approach was intended in the recommended practices column. The user will note, however, that recommendations reach various levels of specificity—a natural outcome when work is generated by several groups. The recommendations were reached by consensus in the groups, and in some cases, reflect the law rather directly.

The **Administrators Manual,** although not totally exhaustive, should suggest the scope of the services needed, indicate the interrelatedness of the program elements, and, hopefully, stimulate new approaches to problem-solving. To make this document maximally useful, the user should obtain the legal references cited. (An order form to the Superintendent of Documents is enclosed.)

THE FOUR WORLDS OF SECONDARY EDUCATION AND VOCATIONAL TRAINING FOR THE HANDICAPPED



PREPARATORY PHASE

ACTUALIZING PHASE

THE OPERATIONAL WORLD

This world is the structure which encompasses those with primary responsibility for setting up the appropriate services for educational and vocational training of handicapped students at the secondary level.

The Functions:

1. **LEA/IEA Plan Development:** To specify needs, services, safeguards and other components that would provide a free appropriate public education, based on an individualized education program.
2. **Program Development:** To develop a continuum of program options to meet the career needs of individual handicapped students, e.g., special education, vocational education, related services and rehabilitation services.
3. **Comprehensive Personnel Development (inservice):** To assure on-going participation by all of the personnel providing services to the handicapped to update their skills and attitudes as necessary to educate handicapped children, and to acquire information regarding new instructional practices and procedures.
4. **Comprehensive Personnel Development (university):** To stimulate and expand interdepartmental curricula and cooperation to prepare personnel for the complex educational and vocational training options at the secondary level.

"**LEA Plan Development:** The success of an educational program seems to be predicated largely on the way it is organized and managed ... Development of an LEA plan should consist of two basic phases: preparation for comprehensive planning, and preparation of a comprehensive plan...

"**Program Development:** The delivery system, with all its components, must be clearly described... instructional programs, support services, nonpublic school services, state services, interagency cooperation, funding options, advisory committees, intradistrict agreements and contracts...

"**Inservice Personnel Development:** ...Retraining of present staff will be necessary if the intent of public law is to be met... an evaluation process is needed which will certify staff as having the necessary competencies.

"**Preservice Personnel Development:** ...Interdepartmental and intradepartmental program options are needed. More field work experience would be desirable. The organization level for certification is of concern, particularly in verification of competencies. Placement services need to be improved."

—Jack L. Schuetz—

FUNCTION 1: LOCAL EDUCATIONAL AGENCY / INTERMEDIATE EDUCATIONAL AGENCY PLAN DEVELOPMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Needs Assessment (comparing what exists to what is needed to provide a free, appropriate, public education)	§121a.126* §121a.180 §121a.190 §121a.223 §94-482 (193) (a)		Include all aspects of existing and needed facilities, staff, budget; determine needed interagency, interdistrict and community cooperation.	
2. LEA Organization	§121a.234		Include a copy of the organizational line and staff charts. Optionals: job descriptions and qualifications, FTEs.	
3. Child Find	§121a.220 §84.32 (a) (b)*		Utilize LEA-IEA-community-parent partnership to identify unserved and underserved handicapped children and youth.	
4. Identification of potential candidates for special education services	§121a.220 §84.32		Establish nondiscriminatory screening and referral process; coordinate identification procedures of interagency services (vocational education, vocational rehabilitation, public health and others).	
5. Comprehensive assessment for classification and programming	§84.35 §121a.500-534		Use multidisciplinary diagnostic teams including but not limited to psychoeducational, social, adaptive, medical, vocational.	
6. Instructional Program	§121a.340-349		To include the IEP, direct and related services.	
7. Program Coordination	§121a.600		Provide a continuum of services for program implementation through interagency cooperation.	
8. Community Resources and Involvement	§121a.650-653		Solicit interagency and individual cooperation (parents, advisory councils and advocate groups) for program planning, development, and liaison at local, state and federal levels.	

*§121a. numbers refer to the Rules and Regulations for PL 94-142; §84. numbers refer to the Rules and Regulations for PL 93-112.

FUNCTION: LOCAL EDUCATIONAL AGENCY / INTERMEDIATE EDUCATIONAL AGENCY PLAN DEVELOPMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
9. Personnel Policies and Inservice Training	§121a.382-383 §121a.224		Consider labor management relations and job descriptions.	
10. Inservice Training	§121a.382-383		Provide inservice training for: administrators, professionals, parents and paraprofessionals.	
11. Compliances with Regulations	§121a.601 §121a.590 (1) (2)		To include nondiscriminatory assesment, access and employment; free appropriate education	
12. Budget and Fiscal Reports	§121a.228		Follow procedures in accounting for money received from governmental and non-governmental sources.	

FUNCTION: PROGRAM DEVELOPMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Direct Services	§121a.14 §121a.305 §84.34		Provide a continuum of program options to meet the needs of individual handicapped students directed to the provision of a free, appropriate, public education.	
2. Support Services	§84.33 (b)		Include transportation, staff, facilities, supplies, materials, equipment, counseling and job placement.	
3. Related Services	§121a.13 §84.33		To include evaluations (medical, psychological, prevocational, vocational, educational, etc.); counseling (prevocational and vocational); physical-occupational therapy, recreation, etc.	

FUNCTION: PROGRAM DEVELOPMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
4. Services of Other Agencies	§121a.600 §84.39		Coordinate with Vocational Rehabilitation; Social Security (Supplemental Security Income); private schools; Veterans Administration; other public and private support agencies.	
5. Interagency Cooperation	§121a.305 §84.39		Coordinate service agencies to insure an effective and efficient continuum of services.	
6. State Administrative Responsibilities	§121a.600 94-482 (105) (a)		Develop, implement and monitor rules and regulations, and certification standards; demonstrate interfacing with other agencies during development and implementation of state plan; sign letters of agreement and contracts with private agencies, etc.	
7. Funding Options	§84.31 94-482 106 (a); 107 (a) (1); 107 (b); 109 (a) (1); 110 (a)		Utilize state and local resources with supplemental federal funds, private foundations.	
8. Local and State Advisory Committee	§121a.650-653 §121a.226 §121a.234		Form committee to review program options, propose services, provide public comment and public feedback on services for the handicapped. Include handicapped, parents and/or representatives of the handicapped on advisory committees. State advisory council should, whenever possible, include interface with other state advisory committees.	
9. Accessibility	§84.21-23		Develop plan to insure barrier-free access to appropriate learning stations.	

FUNCTION: COMPREHENSIVE PERSONNEL DEVELOPMENT (INSERVICE)

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Needs Assessment	§121a.382 (b) (1)		Meet changing needs required by student IEPs; meet perceived teacher needs; meet district and administrative needs; establish a continuing consortium of LEA-university--SEA personnel to address changing inservice needs.	
2. Certification Requirements and Recertification Needs	§121a.12		Work toward adequate certification standards, if needed; have all staff certified; assess competencies needed by staff to meet IEP-identified service needs; provide recertification opportunities for staff, district needs; write job descriptions to reflect competencies required.	
3. Target Population	§121a.382 (f) (3)		Provide inservice for individuals or groups who serve the handicapped; e.g., special and regular teachers, administrators, psychologists, speech pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical-occupational therapists, medical personnel, parents, volunteers, hearing officers, parent surrogates, school board and advisory board members.	
4. Areas of Training	§121a.382 (f) (2)		Base training upon identified competencies of LEA staff compared to identified service needs of students and staff; upgrade existing skills as well as train to fill competency gaps; provide general inservice training on IEP, LRE, nondiscriminatory testing and due process.	

FUNCTION: COMPREHENSIVE PERSONNEL DEVELOPMENT (INSERVICE)

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
5. Delivery Options	§121a.382 (f) (5)		Address three levels: information and awareness level; application and skill level; and follow-up and assistance in implementation. Examples are: • workshops • conferences • regularly scheduled meetings • independent meetings • providers (SEA, LEA, universities, others) • preservice coordination procedures • in-class • consultant • teacher-to-teacher	
6. Methodology	§121a.382 (f) (4)		Base on what is being taught and delivery options utilized, e.g., lecture, workshop, seminar, information sharing, on-the-job skills, model-building, video tapes, modeling, etc.	
7. Evaluation	§121a.382 (f) (7)		Provide evaluation immediately following inservice training and also include long-term evaluation. Where skill acquisition is involved, evaluation should be at the application level; this can be accomplished by individual self-evaluation; peer evaluation; third-party; participant; observational; and/or criterion-referenced or knowledge acquisition testing.	
8. Incentives	§121a.382 (e) (1)		Assess inservice target population and identify possible incentives that would apply in local setting, e.g., money, materials, credits, status or recognition, release time, attendance at professional meetings, etc.	
9. Communication	§121a.382 (d)		Establish regular meetings, conferences, cadres, etc. to develop ongoing SEA-university dialogue.	

FUNCTION: COMPREHENSIVE PERSONNEL DEVELOPMENT (UNIVERSITY)

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Needs Assessment	§121a.381		Review and participate in development of the SEA comprehensive personnel development system; assist LEAs in plan development.	
2. Planning			To include dean's committees, projects, grants, intercollege councils; faculty senates; one-to-one interdepartmental activities; joint interdepartmental plan with joint sign-off; joint interdepartmental faculty retreats; external advisory committee.	
3. Curricular Options			Develop interdepartmental curricula for a single course, infuse special education competencies in all vocational education/industrial arts courses and vice versa.	
4. Competencies	§121a.12		SEAs establish minimal competencies criteria for certification; universities establish minimum entrance/exit competencies of students in teacher training, (solicit minority group input); offer post-doctoral experiences; offer seminars for SEA personnel; develop specific degreed training programs for personnel working with adolescent and adult handicapped persons.	
5. Field Work Experience			Provide cross-disciplinary experiences in student teaching, internships and practicums.	
6. Research			Develop, validate and demonstrate procedures and methodologies for service deliveries to handicapped individuals.	
7. Placement of Candidates			Utilize university, professional and other employment services and LEA recruitment models.	

FUNCTION: COMPREHENSIVE PERSONNEL DEVELOPMENT (UNIVERSITY)

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
8. Inter-University Planning			Provide model of cooperative planning by regular, special and vocational education at elementary, secondary and post-secondary levels.	
9. Leadership Development			Offer appropriate graduate course work, research, field experiences and general administration at elementary, secondary, and postsecondary levels.	
10. Dissemination	§121a.384 (b)		Collect, compile, share within the state and among states innovative media, materials, best practices and research.	
11. Leadership Advocacy			Participate in leadership roles in professional organizations and consumer groups at local, state and national levels. Provide input for state and federal priorities and policy decisions; improve quality of compliance with state and federal regulations.	
12. Paraprofessional Development			Utilize all resources: community college, junior college, postsecondary vocational schools, universities and other appropriate agencies.	
13. Program Evaluation			Follow-up on graduates and non-completers; conduct evaluations for courses, faculty, and students; participate in advisory committees; utilize third-party independent evaluation of training program.	

THE STUDENT WORLD

This world is the context from which the total student profile from entry to exit is structured, and would contain all of the identification, assessment, evaluation, and procedural safeguard data. With Public Law 94-142, the individualized educational program and the least restrictive placement options are central to the student's journey through the offerings of appropriate services.

The Functions:

1. **Assessment for Direct Services:** A comprehensive and inclusive offering of psychoeducational, adaptive, medical, career, prevocational, and vocational assessment/evaluation.
2. **Individualized Educational Program:** A program which includes all of the critical components of a student's total educational journey based upon the findings of nondiscriminatory assessment practices and conducted in a team approach with input from parent (or guardian) and student, when appropriate.
3. **Least Restrictive Environment:** The provision of a cascade of placement options directed toward the least restrictive service delivery, based upon the IEP and assessment findings, and reviewed for appropriateness at least annually.

"The underlying keys to success for handicapped secondary students are motivation—of the student and the teacher—and cost benefit. How do you figure cost benefits? There is a case study of Karen. She was 37 years old, and she had a weaving job. It cost us $5,123 per year to support Karen and her weaving. Then someone taught her to fold boxes—a job she could do well and one that was more marketable than weaving. If Karen worked until she were 60-years-old, it would have cost another $117,829 to support her at weaving. But folding boxes raised Karen's income until only about $550 per year was spent to supplement her wages. That's a reduced cost—a savings—of $105,000. That's cost benefit."

"We need continuous, criterion referenced assessment...vocational assessment must be included...to the maximum extent possible, the handicapped student must be educated with the nonhandicapped. Are teachers prepared? No. Teachers need more than a survey course on handicaps. **Every** course should have a special education component. Teacher attitudes can be changed."

Stuart Schwartz

FUNCTION: ASSESSMENT FOR DIRECT SERVICES

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Population Find	§121a.220*		Child find procedures to include ongoing awareness campaign and identification of the unserved and underserved, including students at the secondary level, post high school and dropouts.	
2. Screening			Identify students with present or potential handicapping condition through screening of referred individuals who exhibit a need for vocational/career education services.	
3. Referral			Utilize interagency cooperation to process referrals from educational, prevocational, or vocational/career screening; encourage self-referral for retraining and upgrading.	
4. Comprehensive, Individualized, Nondiscriminatory Assessment	§121a.530-532 §84.35*		**Content:** Preliminary staffing information, including but not limited to: • Academic • Developmental • Intellectual • Social • Emotional • Medical • Adaptive • Job tryouts **Methodology:** • Establish interdisciplinary team including but not limited to vocational education, vocational rehabilitation, counseling and guidance; avoid duplication of testing by interagency cooperation; focus on career implications throughout reporting process; • Obtain information through: • formal testing • informal testing • classroom observation • interviews: parents, teachers, student counselors • review of school/agency records, etc.	

*§121a. numbers refer to the Rules and Regulations for PL 94-142. §84. numbers refer to the Rules and Regulations for PL 93-112

FUNCTION: ASSESSMENT FOR DIRECT SERVICES

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
			• assess only as appropriate to meet defined needs of individual student. **Prevocational Assessment** to include: • Job readinesses (emotional, social, etc.) • Job awareness • Job interests **Vocational Assessment** **Work evaluation:** • vocational tests • work/job samples • situational assessment • intake and other counseling • interviews **Work adjustment:** • work motivation, mobility and maturity • work organization • self-concept • emotional stability • social skills • work habits and attitudes **Job tryouts:** • evaluate client in work situation using all work adjustment areas for assessing client effectiveness and efficiency on the job.	
5. Reassessment	§121a.534 §84.35 (d)		**Educational Assessment:** Provide ongoing educational assessment of the student for determination of placement in other programs or maintenance in present program; conduct at least annually. **Prevocational Evaluation:** Continuously evaluate student's adaptive behavior, work habits, attitudes, and skills as related to possible placement in other more specifically appropriate vocational settings.	

FUNCTION: ASSESSMENT FOR DIRECT SERVICES

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
			Vocational Assessment: Provide ongoing vocational assessment, work evaluation, work adjustment, job tryouts and job placement to determine vocational program effectiveness.	
6. Postgraduation Follow-Up	§84.41-47		Plan continuous education for adult living, life experience, vocational skills, leisure time, social adjustment, independent living skills, health and social services.	

FUNCTION: INDIVIDUALIZED EDUCATIONAL PROGRAM

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. IEP Committee Composition	§121a.344 (a)		Minimum committee composition: teacher, parent, representative of LEA and whenever appropriate, the handicapped student. Recommended committee composition, when appropriate: all implementers of the IEP: teachers, vocational rehabilitation staff, social worker, psychologist or diagnostician, representatives of all related services identified for the child.	
2. Statement of Present Levels of Educational Performance	§121a.346 (a) §84.33 (b)		State information obtained through assessment for direct service in terms of strengths and weaknesses; ensure information is educationally relevant and understandable for teachers and parents; establish appropriate topic, content and operational procedures for meeting; review and incorporate, when beneficial, previous instructional experiences and materials.	

FUNCTION: INDIVIDUALIZED EDUCATIONAL PROGRAM

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
3. Statement of Annual Goal	§121a.346 (b)		Write child-centered, not program-centered, statement; reach agreement on level of specificity of goals and objectives; establish priorities of annual goals; devise goals from strength and weakness statements.	
4. Writing Short-Term Instructional Objectives	§121a.346 (b)		Task-analyze subsets of annual goals; set specific timelines, service delivery; specify appropriate media and materials.	
5. Statement of Specific Educational Services	§121a.346 (c)		Identify related services (i.e., direction service centers, cooperative boards, resource directories); plan for providing comprehensive related services; plan to provide unavailable services.	
6. Percentage of Time in Regular (Vocational) Education Program	§121a.346 (c)		IEP committee determine, to maximum extent possible, percentages of time; examine "appropriateness" of all regular class placements, i.e., teacher attitudes, physical location of class, flexibility of curriculum content, teacher acceptance of responsibility to the handicapped.	
7. Projected Date for Initiation	§121a.346 (d)		Follow rules and regulations.	
8. Anticipated Duration of Services	§121a.346 (d)		Determine through the annual review.	

FUNCTION: INDIVIDUALIZED EDUCATIONAL PROGRAM

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
9. Evaluation Criteria and Evaluation Procedures	§121a.346 (e)		Base on accomplishment of goals and objectives; state measurable criteria in objectives.	
10. Procedural Safeguards	§121a.500-514 §84.36		**To include:** • Due process procedures • Procedures for hearings • Nondiscriminatory testing • Least restrictive environment • Native language • Confidentiality • Right to representation • Surrogate parents **Recommended as per secondary LEA Plan:** • Parent manual • Parent training • Information dissemination to parent and advocacy groups • Staff training	

FUNCTION: LEAST RESTRICTIVE ENVIRONMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Placement Alternatives	§84.34 §121a.305 §84.54		**School Setting:** • Regular Classroom: includes all areas of regular school curriculum, e.g., art, academics, physical, vocational and industrial education, etc. • Regular classroom with consultative assistance • Regular classroom with assistance by itinerant specialists • Regular classroom plus resource room help • Regular classroom plus part-time special class • Full-time special class • Full-time or part-time special day school; manpower development, industrial education, vocational education, vocational rehabilitation, etc. • Full-time residential school **Out-of-School Setting:** • Special treatment and detention centers • Hospitals • Homebound instruction • Sheltered activity centers • Sheltered workshops	
2. Define Placement Alternatives			Assess ability of each placement option to accommodate learning needs; define behaviorally basic expectancy of each placement alternative.	
3. Placement Options Determined Annually	§121a.343 (d)		Determine options by review of IEP placement recommendation at least annually.	
4. Supplementary Services	§121a.132 §84.33 (b)		Assure supplementary services are available to facilitate success in least restrictive environment, e.g., counselors (for parents and students), paraprofessionals (volunteer and paid), vocational rehabilitation (such	

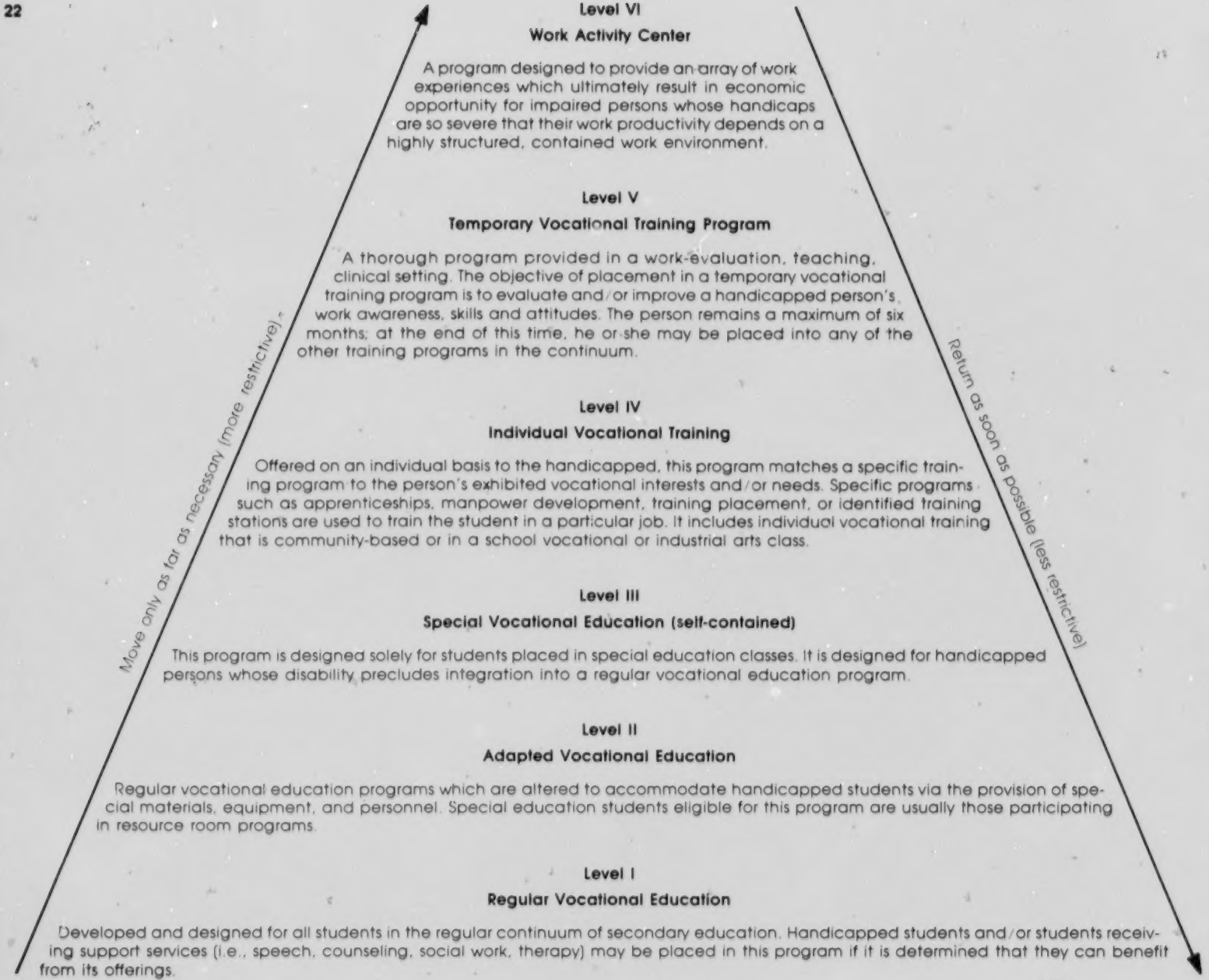
FUNCTION: LEAST RESTRICTIVE ENVIRONMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
			as physical restoration, job placement), etc. Enable development of alternatives and assess current practices.	
5. Technical Assistance	§121a.602 (b) (2)		Assistance to include: preservice, inservice, site visits, consultation, third-party evaluation, pilot program development, etc. Sources: colleges and universities; SEA, LEA, IEA, RRC, HEW (Office of Civil Rights), professional organizations, etc.	
6. Extracurricular Opportunities	§84.37		Ensure that all school activities are open to all students.	
7. District-wide Developmental Model for Least Restrictive Environment	§121a.305		• Obtain written interagency contractual agreements to enable delivery of services in least restrictive environment. • Increase options for different styles of learning with each setting, including rate/contact needs, etc. • Establish continuous assessment of ability of environment to meet individual needs.	

THE TRAINING WORLD

PROGRAMS

INSTRUCTIONAL MATERIALS AND EQUIPMENT



Level VI

Work Activity Center

A program designed to provide an array of work experiences which ultimately result in economic opportunity for impaired persons whose handicaps are so severe that their work productivity depends on a highly structured, contained work environment.

Level V

Temporary Vocational Training Program

A thorough program provided in a work-evaluation, teaching, clinical setting. The objective of placement in a temporary vocational training program is to evaluate and/or improve a handicapped person's work awareness, skills and attitudes. The person remains a maximum of six months; at the end of this time, he or she may be placed into any of the other training programs in the continuum.

Level IV

Individual Vocational Training

Offered on an individual basis to the handicapped, this program matches a specific training program to the person's exhibited vocational interests and/or needs. Specific programs such as apprenticeships, manpower development, training placement, or identified training stations are used to train the student in a particular job. It includes individual vocational training that is community-based or in a school vocational or industrial arts class.

Level III

Special Vocational Education (self-contained)

This program is designed solely for students placed in special education classes. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program.

Level II

Adapted Vocational Education

Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.

Level I

Regular Vocational Education

Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.

THE TRAINING WORLD: PROGRAMS

"Probably the single, most significant factor for service delivery to handicapped persons in vocational education in any state is a total delivery system of service through an interagency cooperation model ...an interagency supervisory committee must jointly identify needs, establish priorities, and explore alternatives in order to minimize overlap and duplication of services to the handicapped...regardless of the number of program alternatives available for handicapped students, they should be placed in regular vocational education programs wherever possible, whenever feasible...

"An interagency model of vocational training for handicapped persons should be keyed to the following ingredients:

1. A mutual commitment and philosophy towards mainstreaming handicapped students.
2. An interagency cooperation model and an interagency written agreement.
3. Cooperation and interaction between the participating agencies on a continuous basis at all levels.
4. An intense spirit of cooperation based upon a mutual goal."

Larry Barber

TYPE	DISCIPLINES	DESCRIPTION
Regular Vocational Education Degree of student impairment: unimpaired, mild and moderate	• Regular Education • Special Education • Vocational Education	Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.

COMPONENTS	LAWS: FEDERAL	LAWS: STATE	RECOMMENDED PRACTICES	LOCAL RESOURCES
1. Individual Educational Program Development	§121a.340-349* §84.33 (b) (2)*		(Refer to Student World for Comprehensive Individualized Assessment and IEP Development) **Interagency involvement:** • Educational • Prevocational • Vocational • Vocational rehabilitation **Curricular options:** • Prevocational (career exploration) • Vocational education • Compensatory • Career education • Cooperative work experiences • Etc. **Delivery options:** • Regular class • Regular with resource room • Etc. **Support services:** • Readers • Interpreters • Signers • Etc.	
2. IEP Implementation	§84.33 (b) (2) §121a.349		• Designate responsibilities. • Monitor and review at least annually. • Encourage ongoing communications relative to the IEP.	
3. Delivery Options	§84.34 §121a.550-553		• Regular classroom with selective placement in support service options • Special class with selective integration • Resource room with selective integration	

*§121a. numbers refer to the Rules and Regulations for PL 94-142; §84. numbers refer to the Rules and Regulations for PL 93-112.

COMPONENTS	LAWS: FEDERAL	LAWS: STATE	RECOMMENDED PRACTICES	LOCAL RESOURCES
4. Support Services	§84.33 §121a.13 §84.37 (b)		• Special equipment • Tutoring • Itinerant teacher • Speech therapy • Physical therapy • Homebound instruction • Social services • Counseling • Occupational therapy	

TYPE

Adapted Vocational Education

Degree of student impairment: mild to moderate

DISCIPLINES

- Regular Education
- Special Education
- Vocational Education
- Vocational Rehabilitation

DESCRIPTION

Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.

COMPONENTS	LAWS: FEDERAL	LAWS: STATE	RECOMMENDED PRACTICES	LOCAL RESOURCES
1. Individual Educational Program Development	§121a.340-349 §84.33 (b) (2)		**Interagency involvement:** • Educational • Prevocational • Vocational • Vocational rehabilitation	
2. Adapted Curriculum, Program, and Instructional Options			• Prevocational • Vocational education • Compensatory • Cooperative work experience • Career education • Work study	
3. Adapted Delivery Options	§121a.305 §121a.550-553 §84.34		• Modify existing equipment in regular classroom	

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
4. Support Services	§84.33 §121a.13		• Readers • Interpreters (bilingual) • Signers • Aides • Special equipment • Tutoring • Itinerant teacher • Speech therapist • Physical therapist • Homebound instruction • Social services • Counseling • Occupational therapist	

TYPE

Special Vocational Education (self-contained)

Degree of student impairment: moderate to severe

DISCIPLINES

- Special Education
- Vocational Education
- Vocational Rehabilitation

DESCRIPTION

This program is designed solely for students placed in special education classes. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program.

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Curricular Options	94-482 (150) (a) 94-482 (133) (a) 94-482 (132) (a) (5)		• Complete community survey of job availability. • Complete task analysis of job options. • Develop competency based curriculum determined by task analysis of job options; curriculum should include prevocational, occupational skill development and academics.	
2. Individual Educational Program Development	§121a.340-349		Each student must have an IEP written for placement in this program. (See IEP Development in the Student World.)	
3. Individualized Implementation Plan (for each goal stated in IEP)	§121a.343-345		A vocational education and/or special education teacher must write an IIP (individualized implementation plan) for each student based on the IEP's annual goals and matching the student's strengths and weaknesses to appropriate tasks and curriculum offered in the classroom.	

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
			To include: • Goal statement • Short-term instructional objectives • Strategies and/or techniques • Materials and/or resources • Person(s) responsible • Date started • Date ended • Comments	
4. Methods			Base methodology upon concrete experiences, e.g.: • Simulation • Modeling/role playing • Hands-on experiences	
5. Delivery Options	§121a.551		• Classroom instruction • On-campus work study • Off-campus work study • Job placement	
6. Rehabilitation Services			Utilize available rehabilitation services, e.g.: • Evaluation (medical, psychological, vocational) • Physical restoration • Therapeutic services • Prosthetic appliances • Tools, equipment, licenses • Employment training • Counseling • Transportation • Job placement • Etc.	
7. Other Support Services	§121a.13 §84.33		Identify and/or establish procedures for obtaining: • Special equipment • Tutoring • Speech therapy • Physical therapy • Social Services • Counseling • Occupational therapy • Etc.	

TYPE	DISCIPLINES	DESCRIPTION
Individual Vocational Training Degree of student impairment: moderate to severe	• Special Education • Vocational Education • Vocational Rehabilitation • Industrial Arts Education	Offered on an individual basis to the handicapped, this program matches a specific training program to the person's exhibited vocational interests and/or needs. Specific programs such as apprenticeships, manpower development, training placement, or identified training stations are used to train the student in a particular job. It includes individual vocational training that is community-based or in a school vocational or industrial arts class.

COMPONENTS	LAWS: FEDERAL	LAWS: STATE	RECOMMENDED PRACTICES	LOCAL RESOURCES
1. Individual Educational Program Development	§121a.340-349 §84.33 (b) (2)		Refer to IEP in the Student World which is the model for developing the IEP specific to an individualized vocational training program.	
2. Individualized Implementation Plan (for each goal stated in IEP)	§121a.343-345 §84.33 (b) (2)		Write an informal contractual agreement among students, parents, trainers, employers, teachers, rehabilitation counselor, if necessary. The contract would include: • Goal statement, performance objective, exit skills • Short-term instructional objectives • Strategies and/or techniques • Materials and/or resources • Person(s) responsible • Date started • Date ended • Training site • Comments	
3. Curricular Options	94-482 (150) (a) 94-482 (133) (a) 94-482 (132) (a) (5) §121a.305		• Adaptive Carnegie Units • Recreation and leisure time activities • Work-study (paid or not paid) that includes individual vocational training • Work experience program and study • Prevocational instruction that provides familiarity with: a) broad range of occupations, b) tools, c) processes, and d) materials that the student will utilize in individual vocational training program • Contracted individual vocational training services in business, industry and the community • Work activity centers • Sheltered workshops that are vocational	

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
			and employment oriented • Life-long learning skills to include: maintenance skills, coping skills and daily living skills.	
4. Delivery Options	§121a.305		• Manpower development and training placement • Designated apprenticeships (business or industry) • Work study stations • CETA (Comprehensive Employment Training Act) • Private vocational schools	
5. Rehabilitation Services			• Evaluations (medical, psychological, vocational) • Physical restoration • Therapeutic services • Prosthetic appliances • Tools, equipment, licenses • Employment training • Counseling and followup • Transportation • Adaptive services, e.g., modified tools, work stations, etc.	
6. Other Support Services	§121a.13 §84.33		• Special equipment • Tutoring • Speech therapy • Physical therapy • Social services • Counseling • Occupational therapy • Public Health and Mental Health services: federal, state, local, private health agencies, e.g., Easter Seal, National Association for Retarded Citizens, United Cerebral Palsy, etc.	

TYPE

Temporary Vocational Training Program

Degree of student impairment: usually moderate to severe

DISCIPLINES

- Special Education
- Vocational Education
- Vocational Rehabilitation
- Vocational Evaluation

DESCRIPTION

A thorough program provided in a work-evaluation, teaching, clinical setting. The objective of placement in a temporary vocational training program is to evaluate and/or improve a handicapped person's work awareness, skills and attitudes. The person remains a maximum of six months; at the end of this time, he/she may be placed into any of the other training programs in the continuum.

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Individual Educational Program Development	§121a.340-349 §84.33 (b) (2)		See IEP Development in the Student World. The IEP must state specific goals for this temporary placement.	
2. Individualized Implementation Plan (for each goal stated in IEP)	§121a.346		To include: • Goal statement • Short-term instructional and/or diagnostic objectives • Strategies and/or techniques in evaluation and/or education areas • Materials and/or resources • Person(s) responsible • Date started • Date ended • Procedures and evaluation criteria • Comments	
3. Diagnostic Options	§121a.530-534 §84.35		Educational, prevocational and/or vocational assessment as needed by the individual as described in "Assessment for Direct Services" in the Student World Section.	
4. Curricular Options	94-482 (150) (a) 94-482 (113) (a) 94-482 (132) (a)		• Academics • Occupational skills development • Self-help and socialization skills • Daily living skills • Survival skills	
5. Delivery Options	94-482 (132) (a) (7) §121a.305		• Sheltered workshops • Special education • Vocational resource centers	

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
6. Support Services	§84.33 §121a.13		**Rehabilitation Services:** • Evaluation (medical, psychological, vocational) • Physical restoration • Therapeutic services • Prosthetic applicances • Tools, equipment, licenses • Employment training • Counseling for employment • Adaptive equipment **Others:** • Special equipment • Tutoring • Speech therapy • Physical therapy • Social services • Counseling/guidance • Occupational therapy • Medical • Outside agencies (e.g., Mental Health, Commission for the Blind, etc.) NOTE: Every effort should be made to continue the student's participation in the regular school social, athletic and extra-curricular activities during the temporary placement.	

TYPE

Work Activity Center

Degree of student impairment: most severe

DISCIPLINES

- Vocational Rehabilitation
- Special Education
- Department of Labor
- Other related service agencies serving severely and profoundly handicapped individuals

DESCRIPTION

A program designed to provide an array of work experiences which ultimately result in economic opportunity for impaired persons whose handicaps are so severe that their work productivity depends on a highly structured, contained work environment.

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Individual Educational Program	§121a.340-349 §84.33 (b) (2)		• Educational • Prevocational • Vocational • Independent Living Skills	
2. Individualized Implementation Plan (for each goal stated in IEP)	§84.33 (b) (2) §121a.346		Instructor/production supervisor formulates and utilizes an IIP (individualized implementation plan) to include: • Goal statement • Short-term instructional objectives including criteria for achievement • Strategies and/or techniques • Materials and/or resources • Methodology for implementation • Person(s) responsible • Date started • Projected date of accomplishment • Comments	
3. Individual Program Options	94-482 (150) (2) 94-482 (133) (a) 94-482 (132) (a)		To include: • Academics • Occupational skill development • Self help, socialization and leisure skills • Independent living skills • Economic opportunity	
4. Delivery Options	§84.34 §121a.550-553		• Community, regional and institutional-based sheltered workshop/activity center • Out-of-state placement	

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
5. Rehabilitation Services			• Evaluations (medical, psychological, vocational) • Physical restoration • Therapeutic services • Prosthetic devices • Tools, equipment, licenses • Employment training/job placement • Counseling	
6. Other Support Services	§121a.13 §84.37 (b) §84.33 (c) (2) §84.21-23 §84.45 (a) (b) §84.37 (c) (1) §84.38		• Special equipment • Tutoring • Speech therapy • Physical therapy • Social services • Counseling • Occupational therapy • Transportation • Barrier-free facilities • Housing • Leisure time/recreation activities • Education for adult living • Community/cultural services • Parent groups • Advocacy activities	
7. Community Awareness	§121a.280-284		Continuous public relations program for educating the community.	

In the second part of the Training World, the emphasis is on the development, procurement, and utilization of materials and equipment needed to facilitate implementation of the continuum of services outlined in the first part of the Training World.

The Functions:

1. **Appraisal Materials and Equipment:** The selection and utilization of materials and equipment for assessing student needs and matching these with the appropriate training program.
2. **Social/Adaptive Behavior Materials and Equipment:** The selection and utilization of materials and equipment to help the student toward self-reliance and ease of movement in the community-at-large.
3. **Prevocational/Vocational Materials and Equipment:** The selection and utilization of materials and equipment in the individualized training program.
4. **Adaptive Equipment and Adapted Work Settings:** Equipment which will enable the student to participate and function within the academic and vocational education setting, e.g., prosthetic devices, specialized equipment for deaf or blind persons, etc.; and the modification in work settings to permit access by handicapped persons.

"Because instructional materials can represent little more than a myriad of confusion to the typical consumer, the first and most formidable task is that of imposing some type of structure to a seemingly endless array of gadgets, filmstrips, and realia...

"First, I find it useful to think in terms of types of materials and their sources...The next consideration in looking for materials is that some companies specialize in certain media formats...but possibly your budget or interest may not lie with that company's specialties. This knowledge would then narrow the number of company catalogs you need to pursue even further...

"Third, if any big government funded projects are commercially produced, these are certainly worthy of note...

"A fourth consideration is to identify and eliminate those companies who do not offer materials for special learners..."

Sandra Boland

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES
1. Appraisal Materials and Equipment	• Establish an appraisal procedure and materials review team with representatives from the administration, secondary classroom teachers, psychologists/diagnosticians, and materials specialists. • Establish criteria for selection of appropriate appraisal tools. • Locate and evaluate appraisal materials available from business and industry which can impact the specific work needs of students. • Establish a centralized collection of appraisal materials or a process for locating materials in district which relate to specific secondary student needs. • Provide a comprehensive referral and appraisal approach for secondary level students. • Outline suggestions for informal appraisal procedure; i.e., observation, informal reading inventories, teacher-created appraisal, etc. • Provide appropriate space and equipment for vocational assessments; i.e., work sample, job tryout stations, etc. • Provide or develop appropriate behaviorally oriented checklist for evaluation of job performance. • Locate and evaluate materials which are correlated to other materials or management systems for secondary materials; e.g., System FORE, Fountain Valley, etc. • Establish a centralized collection of all materials and equipment or a process for identification and location in the district/intermediate unit related specifically to secondary handicapped students' needs.	Local appraisal review committee members are: • • • • • • • Review committee reports on: • Criteria for selection • Annotated listing of appraisal materials • Recommended referral procedure • Informal appraisal approach • Procedure for and location of vocational assessment • Checklist for on-the-job performance • Comprehensive appraisal approach for secondary students • Annotated listing of all materials and equipment for secondary handicapped students available to all secondary level teachers. • Procedure for accessibility to all materials and equipment for teachers.

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES
	• Establish a secondary textbook/course selection screening committee to review existing and recommended textbooks and courses. • Textbook/course screening committee members should include secondary teachers of the handicapped, secondary curriculum personnel, media/materials person in special education, vocational educator, and one administrator—preferably a secondary principal. • Committee establishes criteria for selection of appropriate materials. Criteria to include: interest level; type of approach, e.g., visual, auditory; durability/portability; accuracy in approach, e.g., correct information in a suggested reading; reading level; motivating for teacher and student; conceptual level, e.g., if taped, could the student understand the material?, etc. • Determine what existing and recommended textbooks/courses are available to higher functioning or sensory impaired handicapped youngsters. • Determine which existing or recommended textbooks/courses require adaptation to be useable for handicapped students. • Determine which existing or recommended textbooks/courses are not useable for handicapped students and provide alternative source assistance, e.g., tapes, tutors, remedial materials, alternate course selection, etc. • Determine needed but unavailable equipment and materials which need to be developed for use with secondary level handicapped students. • Provide an annotated list of recommended textbook/courses for secondary handicapped students including adaptations and alternatives as reported from the textbook/course screening committee.	Textbook / Course Screening Committee members are: • • • • • • Committee reports on: • Criteria for selection • Annotated listing of textbooks/courses: • appropriateness for handicapped students • textbooks/courses requiring adaptation • alternative source materials/courses • development needs • Inservice training recommendations on materials

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES
	• Provide for training and follow-up in use of specific materials/techniques/equipment for secondary regular and special education teachers. • Provide development materials specific to the more limited academic needs of lower functioning students. • Determine the correlation of academic materials to vocational preparation materials. • Identify and provide materials and equipment for postgraduation instruction in academic areas as follow-up needs occur.	
2. Social/Adaptive Behavior Materials and Equipment	• Identify and supply materials for development of self-help skills; i.e., eating, dressing, grooming, hygiene, etc. • Provide a group living home or simulated living situations to train handicapped secondary level students for semi-independent or independent living. • Coordinate training in group living home to existing facilities in the community to make preparation as realistic as possible. • Identify and utilize materials-equipment resources available in schools (e.g., business, home economics, functional math classes, etc.) and in the community relative to economics; e.g., budgeting, housing, banking, purchasing, bookkeeping, etc. • Explore community for available materials, equipment, and programs for leisure time activities and recreation. • Develop a resource file of actual incidents, positive and negative, of on-the-job and social situations; use with students for role playing and discussions. • Determine significant life situations and identify materials which assist in training in these areas. For example,	Group home Leisure time resources Resource file on job and social situations

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES
	• Driver's license • Identification card (if not a driver) • Peer relationships (social and on-the-job) • Sex education • Dating, marriage and family development • Community involvement • Job seeking, applications and interviews • Determine materials and equipment for post-graduation follow-up training as needed to parallel the programs provided.	
3. Prevocational/Vocational Materials and Equipment	• Identify and utilize an advisory council to assist in collecting materials, equipment, and future job tryout and placement sites in the community. Council should include business and industry personnel, parents, educators, community leaders, school administrators. • Identify materials and equipment related to: • knowledge of available jobs • knowledge of how to seek jobs • student resumes for use in job applications • knowledge of interview process • knowledge of appropriate and inappropriate job behavior and dress • application for jobs • acquisition of skills demanded on the job • Identify materials and equipment necessary to develop job training programs within the school, e.g., food service training program. • Identify materials and equipment necessary to develop job training programs/sites outside the school, e.g., assembly line operation. • Determine materials and equipment which can be utilized from various related services, e.g., sheltered workshops, vocational rehabilitation counselors, etc. • Identify and procure materials and equipment available from organizations such as Chamber of Commerce, Department of Labor, National Alliance of Businessmen, President's Committee on Employment of the Handicapped, etc.	• Advisory council members are: • • • • • • • Sample newspaper ads, job announcements, etc. • Sample work applications • Outline for student resume • Tapes for video of simulated job interviews

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES
	• Determine materials and equipment for follow-up training to promote and refine present job skills and the learning of new ones.	
4. Adaptive Equipment and Adapted Work Setting (equipment which will enable the student to participate and function within the academic and vocational education setting; e.g., prosthetic devices, specialized equipment for deaf or blind, modification in work setting, etc.)	• Use Advisory Council to: • Assist in determining and recommending adaptations of job-seeking process required for specific types of handicapped individuals, e.g., application forms for blind student. • Assist in determining and recommending adaptations in job/skill training required for specific types of handicapped individuals, e.g., lower work bench for person confined to wheelchair. • Assist in determining criteria for selection of adaptive equipment and modifications. Sample criteria might include: • safety • time and cost involved in repair • durability • portability • cost • Assist in talking with prospective employers regarding the need for adapting work situations, entrances, etc. • Determine adaptive equipment and funds available from outside school setting, e.g., Vocational Rehabilitation and community service organizations. • Procure and utilize Office of Safety and Health Administration (OSHA) standards in seeking job tryout and placement sites in the community. • Read Section 504 of Vocational Rehabilitation Act of 1973, Nondiscrimination on Basis of Handicap. • Determine adaptive equipment/adapted work setting for follow-up needs of handicapped employees.	

"The task of providing vocational training to handicapped individuals is both challenging and stimulating...That task is to prepare the employer to receive these new employees...exploration must be made into what an employer is interested in:

"**People**...in general they [employers] are very concerned about their employees. Since most jobs are lost because of the inability of fellow employees to get along with each other, the employer is looking for someone that has coping skills and is flexible enough to change when change is needed. Through proper training these characteristics can be ingrained in a handicapped student. Ingraining must also be accomplished in the employer. A well-defined and accurate picture must be drawn of the employee for the employer. For many employers, this is their first exposure to the handicapped. They are responsive only to the degree that they are informed.

"**Production**...In the effort to bridge the gap between training and employment, the educator must be informed and aware of the production question. Work samples, evaluative data, previous experience...must be provided...to show that the handicapped can compete...and in many cases surpass nonhandicapped workers...

"**Profit**...Educators again must do their homework and find out what sources of financial assistance are available to employers that will employ the handicapped. These programs range in length from two weeks to twelve months and offer from 25% to 100% reimbursement during the training of the handicapped worker...

"In summary educators can expand and develop vocational programs for the handicapped, but unless employers are involved and informed, the bridge between training and employment will never be built..."

Gary D. Meers

FUNCTION: MARKETING

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Form State and Local Advisory Committees	§121a.650-653*		• Include representatives from the handicapped community as well as from the business and industrial world on occupational advisory committees. • Include business/industry representatives on state/local special education advisory committees.	
2. Identification of and Interagency Cooperation in Placement Options	94-482 (132) (B) §84.11-14*		• Conduct community job surveys. • Canvass businesses and industry. • During the identification and coordination of placement options with other agencies, assess receptiveness of employers for cooperation, work-study, on-the-job training stations, etc. • Conduct long-range studies of training options based upon high employment demands.	
3. Promote Handicapped Workers			• Newspaper stories • Radio and television spots and talk shows • Presentations at civic organizations • Business window displays, exhibits • Handicapped speakers' bureaus • Adjust training to meet needs of a new industry coming to community to assure an available work force. • Utilize student-made products, or student demonstrations.	

*§121a. numbers refer to the Rules and Regulations for PL 94-142; §84. numbers refer to the Rules and Regulations for PL 93-112.

FUNCTION: MARKETING

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
4. Develop, Plan and Conduct Inservice	94-482 (132) (B) §84.11-14		**For employers:** • Affirmative action • Orientation on total programming of handicapped persons to the work world • Benefits of hiring the handicapped • Skills of trainees **For trainers (vocational and special education):** • Employer-teacher exchange program • Knowledge regarding possible "tension" points in various job placements and realities of work world **For union officers:** • Affirmative action • Orientation to total programming of handicapped persons • Benefits of hiring the handicapped • Skills of trainees	

FUNCTION: JOB PLACEMENT

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Job Analyses			• Review and screen job announcements • Analyze job descriptions	
2. Placement Guidelines			**Guidelines to include:** • Interviews of prospective employers • Employer/school contracts which reflect IEP goals • Hiring procedures • Wage and benefit standards • Orientation of students, employees, staff • Liaison maintenance between coordinator and employer, client, provider, school, teacher, and any other appropriate involved persons • Ongoing supportive counseling • Review transportation requirements	
3. Placement Support Services			• LEA/vocational training program service • Community agencies • Vocational Rehabilitation • Other employment services • Above agencies to provide support services such as transportation, counseling/social services, wage subsidy, adaptations of work environment, legal interpretations, etc.	

FUNCTION: JOB FOLLOW-UP

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Postplacement Services (short-term and long-term)			• Identify or develop school and other related agencies who do follow-up and provide services via agency resource manual listing state/local agencies for various handicapping conditions. • Use personnel within school and from other related agencies (e.g., Vocational Rehabilitation, Family Services, labor unions, Chambers of Commerce and other community services organizations): • Counseling • Job coaching • Orientation/inservice for co-workers • Acquisition of needed equipment • Adaptation of existing equipment • Optional placements • Progress monitoring • Tracking (facilitate job upgrading and changes) • Inservice training • SEA or appropriate agency develop or identify a central clearinghouse registry to coordinate multi-agency post placement services, e.g., central information/support system. Establish procedures for re-entry into a habilitation program.	

FUNCTION: RELATED SERVICES

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
1. Home/Self-Care Services			LEAs should seek out or develop information systems for referral to related services: • Self-care • Housing • Budgeting • Medical-Dental • Family Planning • Recreational • Counseling • Interpersonal communication skills	
2. Community Services			• Transportation • Social • Legal • Recreational • Community mental health services • Private agencies • Civic organizations (i.e., Lions, Kiwanis Clubs, Jaycees, etc.)	
3. Work-Related Services	§84.4 §121a.150 §84.41-47		• Rehabilitation services (prosthetics, etc.) • Advocate groups • Ombudsman (one who hears citizen's complaints against a government official or agency) • Consumer advocate groups (i.e., Better Business Bureau, Housing Agencies, etc.) • Religious, charitable, educational institutions (i.e., Kiwanis Clubs, Lions, Jaycees, Salvation Army, Goodwill, YMCA, etc.) • Professional and parent advocate groups • Ethnic advocate groups • Professional union and nonunion work organizations • Universities, postsecondary vocational schools and community colleges • Police and sheriffs' departments • Vocational rehabilitation Encourage parent and professional advocate groups to push for enforcement of existing laws—local, state, and federal.	

FUNCTION: RELATED SERVICES

COMPONENTS	LAWS		RECOMMENDED PRACTICES	LOCAL RESOURCES
	FEDERAL	STATE		
4. Equal Rights Safeguards	§84.4 §121a.150		• Unions • Labor Relations • Office of Economic Opportunity • Office of Civil Rights • President's Committee on Employment of the Handicapped • City, county, state, labor departments • Occupational Safety and Health Act • National Association of Citizens with Disabilities • State Advisory Committee on the Handicapped • Elected officials • National Association for Retarded Citizens	

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Hour \ Day	MONDAY June 20	TUESDAY June 21	WEDNESDAY June 22	THURSDAY June 23
8:30 a.m.		• **Conference Opening** Dr. Wayne Johnson, Director, SRRC • **Context and Vision** Vance Engleman, SRRC • **Information Packet** Dr. Joe Todd, CORRC • **Overview of Public Laws** Dr. Al Phelps, BEH • **Perceptions Panel** Conference Resource Persons	• Context the Day • **Student World Context** Dr. Stuart Schwartz • Workshops	• Context the day • **Work World Context** Dr. Gary Meers • Workshops
11:45 a.m.		• Display Room Open	• Display Room Open	
1:30 p.m.		• **Operational World Context** Dr. Jack Schuetz	• **Training World Context: Programs** Mr. Larry Barber	• Conference Evaluation
2:30 p.m.	• Registration	• Workshops	• Workshops	• Workshop: Refinement of Administrator's Manual • **Conference Closure** Dr. Marty Martinson, Director, CORRC
4:30 p.m.		• Social Hour, Room 504	• Display Room Open	
7:00 p.m.	• Resource Persons Meeting • Display Room Coordinated by Bill Eddy, Mideast RRC	OPEN EVENING! (options available)	• **Training World Context: Instructional Materials and Equipment** Dr. Sandra Boland • Workshops	
9:30 p.m.			• Display Room Open	

Three legal documents are cited throughout this manual: Rules and Regulations for PL 94-142; the Rules and Regulations for Section 504 of PL 93-112; and PL 94-482 (Education Amendments of 1976, with specific reference to Vocational Education). The user of this manual may wish to order copies of these documents to maximize the usefulness of the information here. They may be ordered directly by the reader; payment—check or money order—must accompany the order.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Enclosed is $ _____ for the following documents:

_____ **Federal Register,** Wednesday, May 4, 1977, Part IV (Rules and Regulations for Sec. 504, Rehabilitation Act of 1973, PL 93-112), $.75 per copy

_____ **Federal Register,** Tuesday, August 23, 1977, Part II (Rules and Regulations for PL 94-142, Education for All Handicapped Children Act), $.75 per copy

_____ Public Law 94-482, Education Amendments of 1976, $2.20 per copy

Name _____

Street Address _____

City, State _____

Zip _____